

In my paper on *Reflections as a novice action researcher*, I state: “I hope my students and I grow together from being co-practical action researchers.” Short of officially “enlisting” my students as my knowing constituency, I believe I was able to get them to participate more actively in their learning experience—in the classroom and out—despite the limitations they (and I) had. What was a long and often grueling semester helped instill in me patience, perseverance, and tolerance. In the *first draft of my action research paper*, as some final thoughts, I write: “Being a researcher pushed me to explore ideas, take chances, make progress, make mistakes, feel frustrated, get challenged, think big, think small, and ultimately, take stock of my own teaching. In trying to encourage students to invest in their own learning, I also invested more in mine.”

A *wiki entry* in February shows my struggle with wikis: “Wiki is part of this course. Practice, practice is necessary. Not tech-y enough. I know I can really use more training and certainly a lot of hand-holding.” I can’t say that I mastered wiki, but I forced myself to “enter” some of the wiki bases. In my own mind, the wiki “structure” is alien. Although I don’t always know how to make successful links from point A to B, I can write entries, save, and edit, as needed. For now, it’s enough for my “in-house” use. I won’t be able to nail the “seasoned professional look” that other wikimasters’ spaces show. Personally, I would have preferred a regular “group CCT” as a communal base or receptacle for email idea-exchange.

In a *couple KAQF submissions*, I include the following caveat: “...my AR is still evolving...” Similarly, in my *evaluation clock*, I indicate “Please note....work-in-progress.” I slowly eased into feeling that I didn’t really always need to have fully finished and polished products (I was more frantic in the beginning.) Of course, I was always open to feedback and direction, even if I sometimes felt overwhelmed, especially as I was attempting to cover all the bases of my action research. I would be more comfortable doing my AR the next time around, just in terms of having more skills, preparation, and maturity.

A related initiative that came out of doing my AR is my great interest in observing other teachers (I did a couple observations closer to the end of this semester) just to witness their interaction with their own students. As a response to an *article in my PD workbook* called “Teachers Observing Teachers,” I make this comment: “The best way to grow professionally is to submit oneself to as broad a range of learning opportunities (and challenges) to the extent possible. Of course, a major consideration in this is TRUST. Do you really want somebody you don’t trust in your classroom? (It doesn’t even matter if he/she is a brilliant teacher.) And trust is something that is hard to develop, especially in a dog-eat-dog world, which higher education seems to increasingly become.”

I think I just have to take more leaps of faith in my career—and hope that others do the same. The CCT program (not just the AR course) is exposing me to lots of exciting challenges and incongruities and ambiguities that I am learning to face and utilize, as I seek growth and maturity in my own practice.